

THE *School Counselor*

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The School Counselor

JOURNAL OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION

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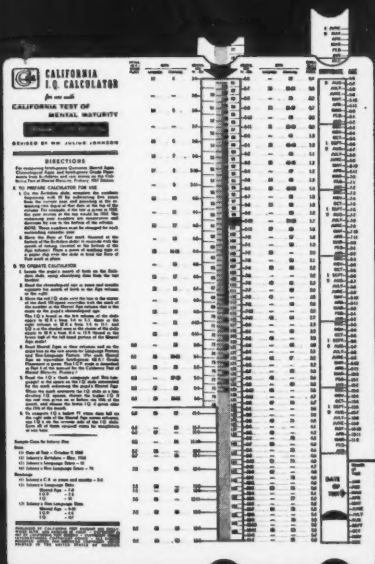
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Editorial

An editorial in the New York Sunday Times, September 29, 1957 has considerable significance for junior and senior high school counselors on-the-job. It concerns college scholarships and is of vital interest to many boys and girls in our public schools. The Times editorial staff comments on a report recently made by the United States Office of Education. In the last five years the volume and value of undergraduate scholarships in colleges and universities has increased by more than two and one-half times. In 1957 there are almost a quarter of a million scholarships with a value of \$65,700,000. There is one phase of this growth and development that is worthy of note.

The increase in emphasis upon the place of the scholarship is one of the ways of putting the advantages of higher education within the reach of the more gifted student. To some extent, in these United States, the criterion for higher educational opportunity has often been wealth or social position. Although this was one way of identifying the "gifted" pupil, it was not the best way. The awarding of scholarships must be based upon merit qualifications. In this way those pupils who can make the best use of opportunities can best be assisted. It will also insure the most efficient training and utilization of the scientific and other professional abilities of our youth so urgently needed in our present day competitive world.

Counselors have some definite responsibilities in the light of these developments. In the first place, they must be diligent in their job of helping to identify the "gifted" pupil. Every technique and tool at their disposal must be utilized to evaluate the mental ability, the educational achievement, and the personality development of these pupils.

Second, the counselor must continually assist in motivating the "gifted" pupil so that he achieves according to his capacity.

Third, counselors should assist the gifted in understanding the importance of developing his citizenship and his personality as well as his mind. Too often in the past a gifted boy or girl who has excelled academically is passed by in the awarding of scholarships because he or she has not become a well-rounded person—emotionally well adjusted and able to work with people.

And finally, the counselor must familiarize himself with, and keep fully informed regarding the sources of scholarships, the availability of scholarships, and the specific requirements for the pupil in order to qualify to receive the scholarship. Once this information is accumulated and summarized it should be made readily available to all pupils.

The Roles of the School Social Worker* and the Counselor

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What are the roles of the school counselor and visiting teacher (school social worker) in a school where both services are available? Both the counselor and visiting teacher are concerned with helping children become mature, useful, happy citizens. Both recognize that while in school, the student must obtain some understanding of his abilities and how to use them. Hence, both see the school experience as providing more than the acquisition of subject matter knowledge and skills. Rather, they see school life as a laboratory for living—a beginning to know oneself and becoming accustomed to relating to people outside of the immediate family circle.

Both the counselor and the visiting teacher are aware of the importance of the family and the community in shaping the child's future. Both seek to involve parents and child in making future plans as well as in solving immediate problems. Both may turn to the community for additional help for children whose specific needs cannot be met in the school program.

As a result of training they both bring to their work, an understanding of individual needs and differences as well as special skills in interviewing and counseling. In spite of many similarities in the services of the counselor and visiting teacher, there are distinct differences in their professional equipment. As a result, it is possible for each to make a unique contribution to the school program. The counselor coming from a background in the educational field and with specialized knowledge of vocations and opportunities for advanced training, is equipped to help the student in planning his educational and vocational future. In addition, he is in a position to help the student with problems of relationships with fellow students and teachers through counseling and such manipulative devices as adjusting schedules and changing programs. In doing so he may use some of the case work techniques which are a part of the visiting teacher's equipment, but on the whole his approach to the problem tends to be more direct and related primarily to the school environment.

In most secondary schools the counselors help all students make future educational and vocational plans. A comparatively small percentage of students need help with involved emotional problems. Counselors generally refer such students to community agencies or in schools where such service

* The school social worker is used synonymously with the visiting teacher.

is available to a visiting teacher or school psychologist. Where the services of both a psychologist and a visiting teacher are available, those cases in which the child's difficulty seems to stem from problems within the home or community to which he is reacting, would ordinarily be referred to the visiting teacher.

Visiting teachers, as professionally trained social workers, have an awareness of the cultural and sociological implications of the child's environment, as well as an understanding of his emotional needs and the problems resulting when these needs are not being met. In addition to the ability to evaluate the causative factors in the development of the child's problem, the social worker is equipped with case work skills with which to help the child and his family. In evaluating the child's problem in relation to his family, the community and the school, school records are studied and the child, his family and interested people in the community (social workers, recreation workers, ministers, doctors) may be interviewed. In this manner the visiting teacher is able to determine which cases need the intensive treatment of the psychiatric agency and those in which the skills of the school personnel appear adequate.

In schools where the time and policy of the school permits, the visiting teacher may carry on treatment of a supportive nature with the student and/or his parents. At times a student will relate more readily to a person who has no responsibility for school achievement or discipline. In those cases the visiting teacher serves as the neutral person to whom the student may express his feelings and in turn be helped to gain a better perspective of his problem. In other situations the counselor may be able to work closely with the student while the visiting teacher interprets the problem to the home and community. The child's need and his ability to respond should be the key to the plan for treatment worked out by the counselor and visiting teacher in each case.

Some counselors may wish to use the visiting teacher primarily as a consultant. This type of service has many advantages in a school where the counselor is equipped and has time to carry major responsibility for the case. However, if this type of service is to be effective the counselor and visiting teacher must have time for a periodic review of the case during which the visiting teacher, because of her background is able to bring into sharper focus the significant diagnostic material and its implications for future planning.

This type of cooperative planning is an advantage to the counselor because it leaves the primary responsibility for the case with him. For the visiting teacher, who can be in a school for a short period each week, it means that more children can be served. From the child's point of view, the counselor may seem to be closer to his problem and therefore easier to approach with his problems. Also, talking with a counselor is accepted by his associates as a common occurrence, whereas seeing a visiting teacher

may single him out as different. In the writer's experience this type of service has been most effective. The procedure may be as follows: the referral is made by the school counselor. The visiting teacher becomes familiar with the school records, clears with interested social agencies, and if indicated makes one or two home visits. In some situations the student may be seen briefly. A discussion follows in which the visiting teacher interprets the significant material and together with the counselor a plan is developed in which the counselor assumes responsibility for future contacts. The case is reviewed regularly so that necessary shifts in the direction of the plan can be made.

This type of cooperative effort presumes that the counselor is equipped to handle the problem with the child, understands his professional limitations and can control the interview situation. It also presumes that the visiting teacher is able to follow the progress on a case being carried by someone else in what might be called a supervisory capacity. There is a vast difference between being able to do something and helping someone else to do it. It requires being able to see "through another's eyes" what is happening.

The writer sees the visiting teacher's role as supplementing and supporting the work of the counselor in those cases where a child is unable to utilize the learning opportunities of the school because of an emotional disturbance or because of the cultural environment from which he comes. A harmonious working relationship depends on mutual respect for each other and a recognition of the special skills which each has. If these skills are fused, the troubled child may be helped. Hence, the mutual aim of both the counselor and the visiting teacher to help children become mature, useful, happy citizens comes closer to being realized.

Social Agencies Conference

DONN LEUSSLER

Counselor, Cloquet Junior-Senior High School, Cloquet, Minnesota

We held a meeting that we were proud of. Something was really accomplished.

Many of the professional people in our community—lawyers, school people (two high school counselors and an elementary principal), nurses, representatives from the county welfare agencies and from a family service society, ministers, Girl Scout leaders, and the police and judges—met together with two purposes in mind. The first was to get to know each other better so that we might work more effectively together; the second

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Special Part-time Classes for Emotionally Disturbed Children in a Regular Elementary School

An Experimental Project of the Willowbrook School District, Los Angeles County¹

JOHN W. HOWE

Consultant, Division of Research and Guidance, Los Angeles County

The problem: Emotionally Disturbed Children in Regular Public Schools. Where are the future patients of our mental hospitals and inmates of our jails? Today many of them are in our public schools. They are the children who are overly angry and aggressive, overly fearful and withdrawn, overly confused and bizarre. Their teachers refer to them as emotionally disturbed.

Harried as these children are, they cannot profit fully from education. The emotional disturbance makes it impossible for them to get along well with teachers or other children, or to work well at their studies. These children need help. Our schools have legal provisions for taking care of children's *physical* needs. Schools can even give children free food, for we know that "you can't teach a child when he is hungry." But what about *emotional* needs? Can you teach a child when he is angry? . . . Frightened? . . . Confused? . . . When he is hungry, not for food, but for emotional security? What provisions should the schools have for meeting children's emotional needs?

Approach in Willowbrook. A new school approach to the problem of emotionally disturbed children has been tried out in the Willowbrook School District of Los Angeles County. It is essentially a modification for use in an educational setting of the activity group therapy techniques of S. R. Slavson.²

¹ Administrative and supervisory personnel of Willowbrook School District at the time of this study, 1953-54 and 1954-55, were: Mr. Ronald C. Henderson, Superintendent; Mr. Arthur E. Prince, Assistant Superintendent; Mrs. Lillian K. Commons, Director of Special Services; Dr. Earl F. Carnes, University of Southern California, Director of Guidance (part-time); Mr. Stanley M. Brozovich, District Psychologist and Special Class Teacher; Mr. Lloyd D. Dickey, Principal; Mr. Charles W. DePue, Principal; Mr. James G. Faustina, Principal; Mrs. Geneva B. Daniel, Principal; Mr. Tom W. Evans, Special Class Teacher; and Mr. Louis King, Special Class Teacher.

² Slavson, S. R.: *An Introduction to Group Therapy* (1943). International Universities Press, Inc., New York.

Following is a brief narrative account of how the Willowbrook School District embarked on this project in October, 1953, and carried on the special class sessions from March, 1954, to June, 1955.

How the project started. A copy of the Slavson film,³ "Activity Group Therapy," was reviewed and purchased by the Office of the Superintendent of Schools, Los Angeles County. From this office a consultant brought the film to the Willowbrook School District where it was studied and discussed by the forward-looking Superintendent and administrative staff. After much careful study, they concluded that the method could probably be adapted for use in a regular public school setting. As far as could be learned, this clinically-developed method had not been used previously in an ordinary non-specialized elementary school. It seemed worthy of trial, despite some risks and uncertainties.

Teachers' opinions sought. After the administrators had concluded that such a project might be possible, a meeting of the third, fourth, fifth and sixth grade teachers was held to see whether they also favored the experimental project. They were given a chance to see the film, ask questions, make suggestions, and approve or disapprove of the tentative research plans. Almost unanimously the teachers favored the project. They seemed heartened by the prospect of more systematic help for the emotionally disturbed children in their classrooms. They expressed the feeling that some such help was generally needed throughout education, and that it was perhaps overdue.

Confidentiality observed. All parties agreed to keep the project confidential at first so as not to prejudice the outcome by premature comments from inside or outside the school district. No breach of this professional confidence ever occurred during the entire research period.

Teachers refer candidates and pertinent data. The teachers were then invited to suggest a list of possible candidates for the "Activity Clubs" (the name given to the special classes to suggest pleasant connotations rather than stigma—an *extremely* important point). Along with the names of selected pupils, the teachers submitted educational data and anecdotal records to give a picture of the child as possibly emotionally disturbed. Teachers were helped in making their selections by a suggested list of symptoms for which they could be watchful.⁴ Additional data on each child was furnished by principals, nurses, the district psychologists, the director of

³ Slavson, S. R.: (film) "Activity Group Therapy", 1950. Nathan Hofheimer Foundation; distributed by Columbia Communication Materials Center, Columbia University, New York City, N. Y.

⁴ Dr. Earl F. Carnes, Associate Professor, Department of Educational Psychology and Guidance, University of Southern California, prepared a "guide sheet" of symptoms or behaviors to help teachers observe and identify possible cases of emotional disturbance.

welfare and attendance, and the school physician⁵ either by examination or from files already on hand. Psychiatric advice on the planning of the project was furnished by a psychiatrist from the State Department of Mental Hygiene.⁶

Selection and composition of the classes. When all the data had been assembled, the administrative and supervisory staff very carefully drew up the lists for the first classes. As a safety factor, and in order to aid in comparison, interpretation and evaluation, it was decided to begin the program with at least *two* such classes and two teachers. A third class under a third teacher began in September, 1954. In order to escape or minimize possible misunderstandings or criticisms, it was also decided to include in each class at least one child from each ethnic group in the community (Negro, Mexican and Anglo) and one child from each of the four elementary schools in the district. Ages ranged from approximately ten to twelve years at time of entrance to the class. Boys only were accepted. (It was planned to add two girls' groups in the future.) The children were drawn from the third, fourth, and fifth grades so that they could remain in the program *at least two years* before graduation to junior high school. Educationally retarded children were accepted, but not mentally retarded.

"Most seriously disturbed" selected. Since there was room in the first two classes for a total of only twelve children, the most seriously disturbed children were chosen for the program. This probably constituted the least ideal operating condition and the most severe test for the program.

Counterbalancing the personality tendencies. Each class was purposely overweighted at first with more of the withdrawn, shy children than of the aggressive, hyperactive types. This was done in order that later on the necessary number of hyperactive children could be *added* (rather than having to eliminate any child) in order to achieve satisfactory *counterbalancing* between underactive and overactive tendencies in the group.

Therefore, at the first meeting of each "club," only four boys were present: two withdrawn, one "miscellaneous" or effeminate, and one hyperactive-aggressive. At the second, third, or fourth meeting, one or two more hyperactives were added, care being taken not to overbalance the group in this direction.

Duration and schedules. The clubs met *once a week* for a *two-hour session* over a *two-year period*. The sessions were purposely scheduled for the last hours of the school day, 1:30 to 3:30 p.m., in anticipation of the fact that the hyperactive-aggressives might find it difficult to return im-

⁵ Dr. Andre R. Tweed, psychiatrist, Los Angeles, served as school physician for the project.

⁶ Dr. Simon J. Conrad, Director, Los Angeles State Mental Hygiene Clinic, very kindly gave this valuable aid.

mediately from the club activities to the more restricting limits of the regular classroom.

Anticipated difficulties. Much possible trouble was anticipated in connection with the activity clubs:

1. Parental opposition rare. It was thought that some parents might object to placement of their child in the project. After candidates had been selected, the principals conferred with the parents individually and confidentially, explained the nature of the project, and allowed the parents to *request* placement of their child if they so desired. In all except one instance, parents were already aware of their child's special needs, and requested such placement.

2. "Bad name." It was thought that it would be very difficult to prevent the spread of rumors that this was a club for "bad boys" and that the pupils themselves might tend to resist placement. This prediction *was* well-founded. Several of the boys made remarks in the first few weeks such as: "We know you are trying to help us," "Joe S—— should be in here. He's about the worst boy in our school." The presence of the "good" withdrawn boys and the permissiveness of the "Club," however, counteracted these ideas effectively in time. Within a few months, the administration found it had successfully cultivated the notion that the "Activity Club" was a privilege; the number of requests by pupils to get into the clubs was seen to rise steadily. In each room which was to have a boy in the program, teachers announced the plans for the Club, mentioned that it would be necessary to get the principal's permission, and managed to "select" the pre-determined candidate and one or two others from the numerous enthusiastic volunteers. The principal then "selected" the candidate from among the teacher's "selections."

3. Leaving class. It was feared that a great deal of guarding would be necessary to keep the boys from running wild *outside* of the room, etc. In order not to have the non-directive teacher step out of his role, some consideration was given to installing a concealed buzzer by which the principal might be alerted to look for "unauthorized visitors in the hallway." The buzzer was never installed, but the principal happened to be present in the hallway and was useful in this capacity on a few occasions. In one class the teacher solved this problem early by saying "Let's not go outside, boys. It'll get us all in Dutch with the office." The teacher of the other class held off mentioning the problem for several months and had a little more trouble; he finally made a similar statement, with similar good results.

4. Bodily harm. Mayhem was the first and worst of the anticipated fears. It did not actually develop in any group. This is perhaps the more noteworthy and meaningful in view of the plentiful baiting and scuffling that did ensue, especially in the earlier sessions. There were numerous oc-

casions when the teachers were fearful about possible injuries, though they did not show it. But the boys seemed to set their own limits short of any real injury, for none occurred.

Physical Equipment, Room, Materials, Transportation Etc. The room and materials chosen for the activity clubs were of the simplest, crudest, and least expensive kind. A large storeroom, somewhat apart from neighboring classrooms, was fitted up with a circular drop-leaf kitchen table, two work benches, scrap lumber, scrap sheet metal (copper), woodworking tools, paints, clay, plaster, paper, crayons, games, etc.

The children were brought from the surrounding schools either by the assistant principal, the principal, or by the director of welfare and attendance. The conversations among the boys on their trips to or from the class often provided valuable additional clues as to their personal problems, feelings and thoughts.

One-way vision screen "homemade." A one-way vision screen was placed *high* in the wall near the ceiling, at one corner of the room. It looked like the covering of an ordinary ventilator. The screen was "homemade" from very fine mesh copper wire, purchased at a local hardware store, sprayed lightly with aluminum paint on one side and dark paint on the other. The observation niche behind this screen was kept darkened at all times and observers in this niche were never discovered by the pupils. This screen is cheaper than one-way vision glass; and it is unbreakable. It also permits *sound* as well as sight to reach the concealed observer, so that remarks can often be heard. Optically, it is not quite as satisfactory as one-way glass.

Teachers of the special classes: Qualifications, role in the group. In addition to the regular teaching credential, the teachers chosen for the special classes possessed previous experience of a psychological nature. All three had done counseling with young adults and teen-agers. It was agreed ahead of time that they would strive to follow as nearly as possible a neutral, non-directive, and non-verbal role within the group. If the situation were to get out of hand and correctional measures were needed, it was agreed that these would be undertaken by the building principal. In two years, nothing occurred which necessitated sending for the principal, or sending anyone to him. His presence in the hall was helpful in returning boys to the room on one or two occasions, as has been mentioned.

Basic theory and assumptions. The underlying theory or assumptions behind this experiment were as follows:

The emotionally disturbed children were given a chance to employ or abandon their behavior patterns of withdrawal or aggression and their other symptoms in a group of peers so selected that the opposite behavior tendencies *counterbalanced* each other as nearly as could be arranged.

The *interaction* between the children with opposite behavior patterns tends in time to oppose or "level off" the extremes, so that the withdrawn become more active and stimulated, and the hyperactive become more conforming and less impulsive. All the children, including the effeminate or otherwise disturbed child, tend in time to *identify* with the other group members and to adopt their more "regular" patterns of behavior. In addition, all the group members tend in time to identify also with the calm, mature, matter-of-fact *adult* teacher.

Role of the special teacher. The teacher tries to remain as calm, neutral, permissive, acceptant, uninvolved and casual as possible, without being so aloof as to appear cold or unnatural. His presence undoubtedly is somewhat restrictive and tempering for the hyperactives, but facilitative and supportive for the withdrawns. He does not strive for deep rapport, nor does he employ highly verbal methods. This would immeasurably complicate *his* job, and probably interfere with therapy by the *group*.

Limited conscious effort. The behavior changes in the group characteristically take place slowly through time, and by "acting out." They take place more or less *unconsciously* (little or no conscious effort being demanded of the student), rather than by verbal-conscious-insight methods. It is to be noted that many of the children in the special classes were relatively non-verbal and non-achieving in academic subjects in the regular classroom; verbal-conscious-self-examination is not their strong forte, nor a good avenue of therapy for them.

During the two-hour period, the boys were given little or no direction, instruction, or suggestion. They were left almost entirely on their own to select any or no particular activity. Some structuring of their activity did occur in the form of materials left exposed to view by the teacher. There was some evidence that when restlessness was high in the class, it was channeled constructively by the presence of semi-structured materials, such as boards pre-cut to make racks or boxes, patterns traced on sheet copper ready for tooling, etc.

Refreshment period: values for teacher's observation and for group action. The last half-hour of the class was spent around the small circular kitchen table where inexpensive refreshments were furnished from the school cafeteria, such as peanut butter, graham crackers, orange juice, milk, etc. This had the value of creating a situation where interaction of each member with all the others was possible. It provided an opportunity for the group to act or plan as a total group if it wished. Also the teacher was enabled to observe the total group from a somewhat better vantage point and to hear meaningful verbal exchanges.

Teachers keep notes. After each meeting of the special class, the teacher wrote up the highlights of the activities he had been able to observe and

remember. These were rich in detailed personal and interpersonal observations. Like all good anecdotal records, they attempted to give an *objective* account of the observed speech or behavior, *before* making interpretations based on this data. Mimeographed charts of the room were sometimes used to graph the positions or movements of the boys during five-or-ten-minute intervals. The teacher's anecdotal records became the chief source for studying and/or evaluating the development of the individuals and the group over the period of time.

Monthly or semi-monthly staff meetings. Semi-monthly staff meetings were held to review the teachers' records, consider variations of routines, replacement of those boys who had moved with their families to another district, etc. Rather full notes and records were kept of all staff meetings from the time the project was first contemplated. Copies of these records are available in limited supply for confidential loan to other school districts interested in similar experimentation.⁷

Evaluation. A complete clinical evaluation of each case, before and after the therapy experience, was recognized as desirable and necessary for scientific evaluation of the effectiveness of the program. Unfortunately, the entire project had to be accomplished without any special budget and it was impossible to secure such definitive pre-study and post-study data. In lieu of such data, though certainly not as a sufficient substitute, the following brief subjective impressions of the staff and the teachers are mentioned.

Withdrawn cases appear improved; hyperactives less so. The workers on the project who observed the groups from the beginning, and who studied the weekly anecdotal records, believed they noted a definite increase in activity and confidence on the part of the "withdrawns" in all cases. Hyperactives appeared still noticeably active, though less hostile, less inclined toward serious fighting, and more inclined to engage in good-natured horseplay. Perhaps this represented a socialization of the hostile impulses into more acceptable channels of humor and sports. The regular classroom teachers also reported a seeming improvement in the withdrawns in most instances; in a few instances they reported improvement for the hyperactives also. In one case, a worsening of the hyperactive condition was suspected, but the teacher was not certain of this, nor was the staff.

Conclusion. From the fact that three special classes were carried on with no known untoward effects, it would appear that at least one definite conclusion may be drawn from this project at the preset time:

It is possible within the *ordinary educational setting* of a regular public school, and with the aid of certain specialized personnel, to *employ the group*

⁷ These notes were kept and compiled by Mrs. Lillian K. Commons, Director of Special Services, to whom inquiries should be addressed, at Willowbrook School District, 1855 East 126th Street, Willowbrook, Los Angeles County, California.

activity techniques developed and utilized for more than twenty years by S. R. Slavson⁸ and known to be successful for many emotionally disturbed children.

It was the opinion of the research team that the results of this pilot project warrant further study and replication. There is little doubt that Slavson's methods are effective with emotionally disturbed *school children at the clinic*. Why not *at the school*, if employed there?

Future replications should tackle at least two important considerations not dealt with here: (1) *How* effective is the method in each individual case at school? To determine this, full clinical data will be needed on each child *before* and *after* the two-year period in the special class. (2) *How* feasible, effective, and advisable is it, in the school setting, to set up and maintain monthly group therapy meetings or other regular contacts with the parents of the special class children.

⁸ As examples of related methods and investigators see Aichorn, August: *Wayward Youth*. Viking Press, N. Y., 1935. Bettelheim, Bruno: *Love Is Not Enough*. Free Press, Glencoe, Ill., 1950. Konopka, Gisela: *Therapeutic Group Work with Children*. University of Minnesota Press, Minneapolis, 1949. Redl, Fritz, and Wineman, David: *Children Who Hate*. Free Press, Glencoe, Illinois, 1951.

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was to discuss the needs of our community, to suggest solutions, and to arrange to carry out these suggested solutions.

Ours is a community of about 8,000. We had 27 people at our meeting—most of those who were invited came and we had some additional people come who were interested. In order to get to know each other better we each were given about three minutes to talk about such topics as our duties, the type of people with whom we work, the methods we use, to whom we make referrals, and the chief problems of the people with whom we deal.

In order to allow all of us to express our opinions and to participate in a discussion of the needs of our community and the proposed solutions for these needs, we broke up into small groups and then reported our discussion back to the large group.

The discussion of the large group resulted in four definite resolutions. One was that the city and the county provide for a full-time probation worker to serve our area. (At present we have a full-time worker for about four counties.) Second was that the city employ a full-time social worker. Third was that a meeting be held to discuss and set up better coordination between the many groups and activities in the town. Fourth was that the sheriff be empowered to hire additional men to provide more adequate police service for our area.

Committees were formed from volunteers to carry out the first three resolutions and all of the committees had met within a week and were on their way to carry out their respective resolutions.

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Officer Training in the United States Navy

DR. JOSEPH E. BARBER

Head, School Relations Bureau of Naval Personnel

The U. S. Navy has long appreciated the value of education. Its basic policy is to encourage all undergraduates to "Stay in School" and graduate or stay as long as they may profit from instruction. Most of the Reserve officers and many of the Regular officers come to the Navy through the various colleges and universities of the country. The Navy offers many interesting careers and many temporary service opportunities where one may obtain training which will be helpful in civilian life. There are officer programs open to college students and graduates as well as enlisted opportunities awaiting those who do not plan to attend college.

In any discussion of the officer programs of the Navy, one thinks first of the United States Naval Academy. This is the only institution in the United States established and maintained for the sole purpose of providing career officers for the United States Navy. The Academy is administered under the Chief of Naval Personnel by the Superintendent, U. S. Naval Academy, who is a flag officer of the line of the Navy.

To become a midshipman of the Naval Academy, a man must obtain a nomination for appointment; must have accomplished the necessary scholastic preparation, and must pass the required physical examination. Graduates are awarded the Bachelor of Science degree and commissioned in the Regular Navy or Marine Corps. Details concerning appointments as well as other information may be obtained from the *Catalogue of Information and Regulations Concerning the Admission of Candidates into the United States Naval Academy*. These may be obtained by writing to the Superintendent, U. S. Naval Academy, Annapolis, Maryland, or to the Chief of Naval Personnel, Washington 25, D. C. These pamphlets should be in the reference library of every counselor in secondary schools.

But the Naval Academy cannot begin to supply the number of officers required to staff a modern global Navy. Our civilian educational institutions provide an additional source of supply through such programs as the *Officer Candidate School Program*.

The Navy's Officer Candidate School is open to men who have graduated with a bachelor's or higher degree from accredited colleges and universities. The school is located at Newport, Rhode Island, where all selected candidates undergo a sixteen weeks' indoctrination course. Upon successful

completion of this course and graduation, they are commissioned in the Line or Staff Corps. Staff Corps assignments are in the Supply Corps, Civil Engineer Corps, and Medical Service Corps. There are many assignments in the Line such as aeronautics, aerological duties, naval intelligence, communications and general command at sea.

Prospective candidates may apply 120 days prior to receipt of their college degree or any time thereafter, provided they are within the age limitations. Applicants for the Line and Staff Corps must have reached their 19th but not their 27th birthday at the time of making application. A limited number of applicants who possess a master's degree or doctorate, or who have had five years of professional experience in a field considered to be of special value to the Navy, who are between the ages of 27 and 33 may be considered for appointment in the Line in the grade of Lieutenant (junior grade). This is the exception, however, rather than the rule. With the above exception, successful officer candidates are appointed as Ensigns in the Naval Reserve. All officers are required to serve three years on active duty and to remain in the Naval Reserve for a total of six years including the period of active duty.

For the farsighted young man who desires to combine his basic Naval training with his college course, two plans are available. First is the Reserve Officer Candidate, familiarly known as the *ROC Program*. The Reserve Officer Candidate Program is open to men only. This program is designed to provide a steady but limited number of newly commissioned reserve officers from among the students currently enrolled in accredited colleges or universities. The ROC plan does not interfere with the academic program of the student or the program and requirements of the college but the candidate must take two eight-week Navy training courses during summers. These may be taken during the college career of the student but the work must be completed not later than the summer following graduation. It is open to college freshmen, sophomores, and juniors. No remuneration is made to these candidates except for their pay and basic expenses during their summer training periods. There is no stipend to assist in paying regular college expenses (as is true with the NROTC program).

ROC candidates must have reached their 17th birthday at the time of their enrollment, but must not have reached the age of $27\frac{1}{2}$ on 1 July of the calendar year in which the educational requirements and the two summer training periods are completed. This program requires no commitment from the colleges or universities, but their cooperation is essential in order to quality their students.

The second plan is the *Naval Reserve Officers Training Corps Program*. The U. S. Navy offers financial assistance to selected candidates who possess a sincere interest in becoming career officers of the Navy or Marine

Corps. The Regular NROTC program provides not more than four years of Navy-subsidized education in one of 52 colleges and universities. The government pays tuition, the cost of textbooks, and other fees of an instructional nature, and the Midshipmen receive retainer pay at the rate of \$50 per month to assist in defraying such expenses as board and room. Upon graduation the newly commissioned officers are ordered to active duty as Ensigns in the U. S. Navy or as Second Lieutenants in the U. S. Marine Corps. For those who apply and qualify, assignment to flight training will open new careers in Naval Aviation. Candidates for the Regular NROTC program are selected once each year. The first step in the selection procedure is participation in the Navy College Aptitude Test which is conducted in December. Application blanks and current Bulletins of Information are available in all high schools, colleges and Navy Recruiting Stations in September.

In addition to the Regular Program, there is also a "Contract" program at each college in which there is an NROTC unit. Contract students are selected from the freshman class of the student body of the college by the Professor of Naval Science. Contract students pay all of their college expenses and receive no compensation except the value of not more than one commuted ration (currently \$.90 per day) during their junior and senior years and uniforms which are worn only during drills. They receive the same naval science instruction as Regular students but are commissioned as reserve officers in the Navy or Marine Corps upon graduation. Students interested in this program should make application directly to the Professor of Naval Science at the NROTC institution at which they are enrolled or intend to enroll.

To the general public, the Navy means ships and ships do form the backbone of the Naval Service. But Naval Aviation is a popular and rapidly growing branch which is supplied by the Aviation Officer Candidate Program (AOC) and the Naval Aviation Cadet Program (NavCad).

While the Navy encourages every college student to complete his course for a baccalaureate degree, if possible, it is recognized that some young men have to leave school because of financial or other reasons. The Naval Aviation Cadet Program has been developed to give flight training to young men who desire to become commissioned Naval Reserve or Marine Corps Reserve officers.

Applicants must be male citizens, between 18 and 25 years of age, and have sixty or more semester hours of credit from an accredited college or university. Applications will be accepted from men within three months of completing the educational requirements.

The eighteen month flight training program is divided into three units: pre-flight, basic flight, and advanced flight training. Most of the course is

given at Pensacola, Florida. This is generally followed by training at Corpus Christi, Texas, or Hutchinson, Kansas. Cadets specialize in single-engine or multi-engine planes. Some specialize later in jets or helicopters. All pilots qualify in aircraft carrier landings in basic training, and may later qualify in aircraft carrier landings in operational type aircraft. Upon successful completion of training, cadets are commissioned Ensigns, Naval Reserve, or Second Lieutenants, Marine Corps Reserve. One year after commissioning these officers may apply for transfer to the Regular Navy.

Candidates for Aviation Officer Candidate training must be male citizens of the United States, between the ages of 19 and 26, and hold a bachelor's degree from an accredited college or university. In this program, one normally is appointed an Ensign at the completion of his first four months of training. Special qualifications require that each applicant must have flown two indoctrination flights for a total of at least ninety minutes prior to acceptance for training. The Navy has set forth this requirement in the interest of attracting highly motivated college graduates. Those selected for the program will be ordered to pre-flight training, which is a combination of officer indoctrination and introduction to aviation ground training, at Pensacola, Florida. After being appointed Ensigns, they will undergo 9 months of basic flight training. Upon completion of this course they will be sent to five months of advanced training in Corpus Christi, Texas. Here, they learn to fly either jets, prop driven aircraft, or seaplanes.

The fleet is comprised of ships and planes and men who operate them. To maintain peak efficiency in operation, there are many specialized staff functions which guard the physical, spiritual and moral well being of the Navy's officers and men. Thus we find a number of programs open to medical, dental and theological students and graduates.

Direct commissions in the Naval Reserve are available to graduates of accredited medical or dental colleges and theological seminaries. The medical and dental officers are obligated for two years of active duty following graduation or internship.

Students attending accredited medical, dental and theological schools may apply for the Ensign 1995 Program. They remain on inactive duty while pursuing their professional studies. Upon graduation they are commissioned as Lieutenants (junior grade) and in the case of medical and dental students, are required to serve on active duty for two years. Theological graduates may volunteer for active duty but are not obligated to do so.

Students about to complete their junior year of medical or dental school, may apply for a special Active Duty Program, and if selected, receive the full pay and allowances of their ensign grade while completing their senior year. Upon graduation, they are commissioned Lieutenants (junior grade) and serve on active duty for three years.

Fourth year medical students may apply for the Naval Intern Program. Selected applicants for this program are appointed to commissioned grade as Lieutenants (junior grade), Medical Corps, Naval Reserve and serve on active duty in a Naval Hospital for the period of internship. On completion of internship they are required to serve such additional period of active duty as may be required by the Selective Service System. After completion of six months' internship, naval interns are eligible to apply for appointment in the Medical Corps of the Regular Navy.

Allied Medical sciences play their part too, in the Navy picture through the *Medical Service Corps*. Appointments are made of qualified candidates in the specialties of pharmacy, optometry, administration and supply, the women's specialist section consisting of occupational therapy, physical therapy, dietetics, and in the allied sciences. Men who are not subject to induction under Selective Service and women are eligible to apply for direct appointment in the Medical Service Corps for inactive duty. Direct appointments for active duty are limited to Naval Reserve officers and applicants for appointment in the women's specialist section. Other applicants for appointment for active duty must apply through the Officer Candidate School Program.

A special program is available to women applicants who are in their final year of training in the field of dietetics, physical therapy, or occupational therapy. Successful candidates who are appointed are placed on active duty with full pay and allowances during their final year of training. They are subsequently required to serve on active duty at naval hospitals for a minimum of two years.

Candidates for appointment in the Medical Service Corps, in general, must possess a degree in an appropriate specialty of the Corps. Exceptions to this general requirement are in the women's specialist section, under which applications may be submitted prior to graduation for commission and active duty during the final year of specialized training, and in the specialty of administration and supply which requires a minimum of four semesters (two years) toward a degree in an accredited college or university, or satisfactorily complete equivalent tests.

The Naval Reserve is, essentially, just what the name implies, a reserve force which can be called upon in an emergency. The Direct Appointments Program provides such a pool of qualified officers. Graduates of accredited colleges and universities who have completed their active duty requirements under the Universal Military Training and Service Act, may apply for direct commissions for inactive duty as ensigns or lieutenants (junior grade) in various categories of the Naval Reserve. Those appointed under these programs are expected to participate in Reserve training and will be subject to call to active duty only in the event of war or a national

emergency. Applicants for these programs must be under 27 for Line and Supply Corps and under 32½ or 33 for Civil Engineer Corps and Restricted Line (which includes such fields as engineering, ordnance and intelligence). Five years of experience in their technical specialty or a graduate degree is a minimum requirement for appointment as lieutenant (junior grade). These programs, except for the Civil Engineer Corps, are also open to qualified women college graduates.

We have noted somewhat casually, that the Medical Service Corps and Direct Appointments Programs are open to women. Appointments in the Medical and Dental Corps are also available to the disstaff side and an Officer Candidate Program exclusively for women provides a wide field.

The Officer Candidate, Women Program provides an opportunity for women graduates of accredited colleges or universities to qualify for appointment and immediate active duty as Ensigns in the Line or Supply Corps of the Naval Reserve. Applicants for this program must be at least 20 and not over 27½ at time of appointment; must be mentally, morally, and physically qualified for appointment; must be citizens of the United States, single or married, but with no dependents under 18 years of age. Those selected receive eight weeks of officer candidate training at the U. S. Naval School Officer, Women, Newport, Rhode Island. Upon successful completion of this training, they are commissioned Ensigns and take eight weeks of officer training at Newport. Line officers are then assigned to naval establishments throughout the country and serve in such fields as administration, personnel, communications, public relations and training. Supply Corps officers receive additional training in their specialty and then are assigned to billets in their field.

This program is also open to college juniors who are over 18 at time of submission of application. Those selected, take their officer candidate training at the end of their junior year and return to college for their senior year. They are commissioned upon receiving their baccalaureate degree and then enter the next officer training class.

Women officers appointed under this program are obligated to serve on active duty for a period of twenty-four months from date of commissioning. After a period of evaluated service, they may request transfer to the Regular Navy if they desire a naval career.

Women are not generally restricted in the performance of their duty except that they are not eligible to serve at sea, other than on hospital ships or transports, and are prohibited from serving on combat planes.

The Nurse Corps is the oldest group for women in the Navy. Nurses are commissioned officers in the Navy or the Navy Reserve. They practice their profession in naval establishments within the continental limits, on naval stations throughout the world, on board hospital or transport ship

or as flight nurses on hospital plans for air evacuation. All applicants are commissioned in the Naval Reserve and must be between 21 and 39½ years of age at the time of application. They must have been graduated from a school of nursing approved by the Surgeon General. Appointments are made in the grade of Ensign, Lieutenant (junior grade), or Lieutenant, depending on age and professional experience. Nurse Corps reserve officers interested in the Nurse Corps as a career are given an early opportunity after commencement of active duty to transfer to the Regular Navy.

ENLISTED PERSONNEL

The enlisted personnel area will be treated in detail in a second article. In view of the expectancy of most young men and many young women to serve in one of the branches of the armed forces, all college graduates should consider the opportunities afforded by the Navy for enlisted personnel as well as officers. The enlisted occupational structure of the Navy is built around seven general apprenticeships, twelve occupational groups and more than sixty job fields. Those interested should review the *Navy Occupational Handbook*. This book gives a description of opportunities open to young men and women of the United States. Those who are interested in officer training or in enlisted opportunities should confer with their nearest recruiting officer who will gladly indicate the details of the requirements, schools available, and discuss the career possibilities available within the framework of the Navy.

The new Occupational Handbook is available at all high schools, colleges, public libraries and employment offices. If any counselor or principal does not have a copy, a call or post card to the nearest Naval Recruiting Station will obtain one or the request may be sent to Pers B-632, Bureau of Naval Personnel, Navy Department, Washington 25, D. C.



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The community must have been just waiting for such a meeting. It will no doubt not settle all of our problems, but we feel it is a good start in the right direction.

Even though the community was obviously ready for such a meeting, and although a committee of four—a minister, judge, city nurse, and a high school counselor—did most of the planning, the real beginning of this meeting came from a group who were thinking about the duties of the high school counselor. A small group of counselors were preparing a panel to be given at a state-wide guidance conference. One part of the topic they were to discuss had to do with the relationship between the counselor and the other professional people and the various agencies in the community. They agreed that these people should meet together at infrequent intervals so that they might know and understand each other better, and also so that they might discuss the needs of the community and thereby help to better meet these needs. Their closing thought in regard to this meeting was that if no one in the community had already taken the responsibility for it, it might well be the responsibility of the high school counselor.

Would a meeting like this be of benefit to your community, and to you? They may be waiting for you to call it. We felt our meeting was really worthwhile.

The School Counselor

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